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ABSTRACT

This document identifies resources and suggests teaching strategies for use by elementary and secondary classroom teachers as they develop and implement legal education programs. Although the program was developed by teachers and legal experts for use in schools in Portland, Oregon, the developers believe that the materials can be adapted for use by teachers and curriculum developers in other locations as well. The general purpose of the document is to help teachers develop an awareness among students of the types of knowledge and skills necessary to an informed and effective citizenry. A more specific purpose is to provide information and help students develop skills pertaining to the law, the legal process, the legal system, and the fundamental principles and values on which these are based. The document is presented in four major parts. Part one explains the philosophy and objectives of the law-related program. Part two outlines law-related resources that are available through Portland Public Schools in six areas--inservice opportunities, a teacher resource bibliography, a law-related resource library, a legal education newsletter, community resources, and law-related media. Part three suggests teaching strategies, including brainstorming, force-field analysis, role playing, interpreting legal case studies, presenting alternatives to unfinished stories, creating collages, writing and acting in sociodramas, and analyzing cartoons. Suggestions are presented for tailoring the activities for use at different grade levels. The final part provides information on how the law-related theme can be infused in an interdisciplinary manner into existing curriculum at various grade levels in subjects including art, language arts, science, and social studies. (DB)

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LAW-RELATED EDUCATION
in
PORTLAND

A Teacher Resource

Portland Public Schools
Curriculum Department

July, 1980

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SP 013 347

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In cooperation with:
Tri-County Law-Related Education Project

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FOREWORD

This resource is intended to help Portland teachers infuse Law-Related Education into the curriculum. It contains the philosophy of Law-Related Education and background information on various aspects of the Project.

Also included are resources and strategies that will be helpful in the classroom. Part IV shows the relationship of the Portland Scope and Sequence to Law-Related Education goals.

LAW-RELATED EDUCATION STAFF

PORTLAND PUBLIC SCHOOLS TEACHER CONSULTANT TEAM

Name	School	Phone
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TRI-COUNTY LAW-RELATED EDUCATION PROJECT

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PART I

LAW-RELATED EDUCATION PHILOSOPHY

STATEMENT OF THE PROBLEM

There has been increasing concern in the United States recently over the limited awareness of our legal system manifested by young people and adults. The United States Office of Education's Study Group on Law-Related Education found that

> ...there is a serious lack of understanding among youth and adults about law and the legal system. This significantly impairs their ability to function effectively as citizens in a complex society and endangers our democratic system of government and our system of justice.

Elsewhere, the Study Group concluded that

> ...understanding is essential in developing faith and appreciation in our democratic system of government and in preparing youth to be knowledgeable, responsible citizens.[1]

Therefore, in this time of back-to-basics, return to law and order, and quest of simple solutions to complex and pervasive social problems, there is a critical need in the United States to help citizens to understand the laws and legal systems that govern them. Law-Related Education is one promising approach to addressing this need.

DEFINITION OF LAW-RELATED EDUCATION

Law-related education, as defined in the Law-Related Education Act of 1978, means

> education to equip nonlawyers with knowledge and skills pertaining to the law, the legal process and the legal system and the fundamental principles and values on which these are based. The purpose is to enable children, youth and adults to be more informed and effective citizens.[2]

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1. Federal Register, Volume 44, No. 127; June 29, 1979
2. Federal Register, Volume 45, No. 81; April 24, 1980

PURPOSE

Law-Related Education focuses on citizenship emphasizing the concepts, processes, skills and values of the American legal system. Essential to the success of LRE are the thorough exploration, understanding and application of societal and personal values in relation to the legal system. Development of moral and ethical frames of reference appropriate for citizenship in a democratic society are prime goals of Law-Related Education.

GOALS

1. To bring the teaching about broad law concepts to a place of legitimacy within the regular school curriculum, K-12;

2. To develop teacher and student awareness of broad legal principles which are essential to the political and social health of our society;

3. To establish and maintain a collaborative relationship among teachers, administrators, and members of the legal profession in pursuit of the aforementioned goals.

ASSUMPTIONS GUIDING LAW-RELATED EDUCATION

When law-related education was initiated in the tri-county region in 1975, curriculum planners were confronted with several difficult decisions. The following principles and/or assumptions were used to guide their decisions, and remain today the basis for implementing law-related education in the area.

- For infusion to successfully occur, one or more teachers specially trained should be available in each school to provide on-site, building-level assistance to teachers, administrators, parents and students.

- School and District curriculum leadership should be developed and continuously involved in a "critical planning group," and as staff development trainers and consultants, to facilitate the infusion of concepts from law into the curriculum.

- A "support system" or information network is necessary among the participating districts and schools to establish and maintain open communication, and to participate in collaborative problem-solving and long-range planning as part of the infusion plan.

- Staff development courses and workshops, at different levels of conceptual and skill development, should be continuously available to teachers and administrators as part of the infusion design.

- Large scale curriculum change should be given direction by a steering committee that is responsible to the Boards of Education of all participating districts and to cooperating educational and professional organizations as well; it should also include representatives from other districts and agencies in the community.

- The people who are affected by curriculum change should have the opportunity to participate in decisions that influence the nature, extent, and pace of the change.

- In order for concepts from law to become an established part of what is taught in schools, rather than be treated as an "add on," they should be "infused" into the regular school curriculum.

TRI-COUNTY LAW-RELATED EDUCATION PROJECT

The Tri-County Law-Related Education Study was established in 1975 as a cooperative effort of the legal and education communities to expand LRE K-12 in the tri-county area. Backed by the Oregon State Bar, the Multnomah County Bar Association, Portland State University, the Lewis and Clark Law School, the County Education Service Districts and school districts in the three counties, the Tri-County Project serves as an "umbrella" organization providing the following services to those school districts electing to participate:

- Administrator Awareness Workshops: Designed to develop administrative support for LRE, since administrative understanding and support of curriculum innovations is essential to implementing LRE.

- Inservice Courses and Workshops: Designed to generate interest in and knowledge about infusing LRE into regular curriculum. Classes focus on law-related content areas, appropriate teaching strategies and materials from national curriculum projects.

- Classroom Instructional Assistance in Law-Related Materials, Strategies and Infusion: (Law in a Free Society, Street Law and Law in Action)

- Mock Trial Competition for area high schools.

- Street Law Law-Student Team-teaching program.

- Multnomah County Courthouse Tours.

- Assessment of LRE materials.

- Training programs for curriculum and instructional leaders in local districts.

- Consultancy Services for school districts.

- Attorney Consultant Services for teachers.

- LEXpress: A newsletter for both educational and legal audiences.

PORTLAND PUBLIC SCHOOLS LRE PROGRAM

The Portland Public Schools joined the Tri-County Law-Related Education project as a participating district in 1975. Implementation of law-related education into the schools began with the introduction of law-related curriculum materials into three high schools and their feeder schools.

Law-related education goals have been in response to school board adoption of LRE as one of four interdisciplinary themes found through all curriculum areas. The District Scope and Sequence states general law-related themes that underlie the curriculum. The major goal of the law-related theme in Portland is to increase student understanding of concepts of law and the legal system through infusion of the theme into existing subjects. Law-related education is not an "add-on" subject. Individual schools and teachers are asked to take advantage of the materials and support services available to enhance their teaching within the existing curriculum.

The major effort to implement LRE in participating schools has been through a Teacher Consultant Team. Teachers from each of the three administrative areas were trained to help the pilot schools infuse LRE. In 1980-81, nine teachers trained and experienced in the use of LRE materials and methodology will be working through Dr. Dobbins' office in the Curriculum Department.

The team members are available for large group awareness and training sessions, and individual consultations within the district during the school day. Consultant Team responsibilities include teacher training through workshops and inservice classes, individual work with teachers to meet their special LRE needs, and helping schools to identify appropriate law-related materials for classroom use.

To infuse LRE into the curriculum, Portland Public Schools has adopted as supplementary materials three curriculum packages. Law in a Free Society is a K-12 program dealing with concepts of law. Law in Action for the middle schools and Street Law in the high schools aim more at legal literacy. Help with the use of these materials is available through the Consultant Team. As a teacher resource, a law-related resource library has been established at the Terwilliger Teacher Center. The library has many teacher and student materials that are helpful in the infusion process. The materials are appropriate for individual teacher study or developing law-related projects within the classroom.

For further information on the Portland participation in the Law-Related Education Project, contact Dr. Allen Dobbins or any Teacher Consultant Team member (see page 2).

INFUSION OF LAW-RELATED EDUCATION

A major hurdle most curriculum innovations have had to overcome is that of the over-burdened curriculum. The aim of the Tri-County Law-Related Education Project is to help teachers infuse law-related education into the existing elementary and secondary school curriculum, rather than adding on a new subject area.

Infusion is the process of looking for opportunities to draw out and develop law-related concepts that are found in all curriculum areas. Certain concepts common to law are found in the subjects that are already being taught. The goal of the teacher is to identify ways to emphasize the law-related concepts of justice, property, equality, privacy, authority, freedom, responsibility and diversity. Activities can be developed to infuse the following law-related goals into the instructional program:

1. learners will demonstrate knowledge of the political, legal and social institutions of society and their interactions.

2. learners will demonstrate skills that allow them to make informed decisions, exercise leadership, solve problems, set goals and evaluate the consequences of various courses of action that are supportive of democratic institutions.

3. learners will demonstrate attitudes that show they value and respect others and that they are committed to responsible participation as a citizen in a democracy.

Infusion ideas are found in Part IV of this guide, Scope and Sequence/Law-Related Theme.

Following are the major national curriculum projects which are currently in use in the Portland Public Schools:

LAW IN A FREE SOCIETY

Law in a Free Society[1] is a civic education project of the State Bar of California. The Tri-County Project chose LFS materials as being the most comprehensive materials available for use in grades K-12. The principal objectives of LFS are to promote among students the development of:

1. an increased understanding of the social, political, and legal institutions, values, processes and principles of our constitutional democracy;

2. the skills necessary to function as effective and responsible citizens;

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[1] Law in a Free Society, Suite I, 5115 Douglas Fir Drive, Calabasas, CA, Charles N. Quigley, Executive Director.

3. an understanding of and willingness to use democratic processes and procedures when participating in the making of decisions and management of conflict.

The LFS curriculum is based on eight fundamental concepts: Authority, Privacy, Responsibility, Justice, Diversity, Participation, Property and Freedom. The curriculum is interdisciplinary and develops sequentially from kindergarten to the twelfth grade. Each concept is organized using the same outline at six different levels: definition of the concept, factors which affect the concept, common costs and benefits of the concept, and scope and limits of the concept. LFS uses a wide variety of activities, stressing student participation. The program has been developed so it can be infused into the social studies and humanities curriculum or used in elective courses at the secondary level.

If LFS kits are not available in your school, they are available at the Terwilliger Teacher Center. If you would like more information about LFS, refer to page 2 and contact Susan Booth Larson or a member of the Teacher Consultant Team.

LAW IN ACTION (GRADES 5-8)

Law in Action[1] approaches law-related education with a logical, simplified, practical view of legal issues, government, and consumer education. Students are encouraged to feel that they are a part of the process through activities designed to be as realistic as possible. The well-illustrated books are simple, to the point, and action packed which immediately involve the reader. Each book is divided into sections that can be used separately to supplement a particular topic, or it can be used as a text. The material is easily used to replace a section of other texts, supplying not only information, but also activities which are exciting and student centered.

This is a series of five textbooks suggested for use in grades 5-8. They are:

1. Juvenile Problems and Law - students learn to take responsibility for solving their own problems.

2. Courts and Trials - the court system is taught through conflicts that come in every-day life.

3. Young Consumers- develops critical thinking and decision-making skills about consumer issues.

4. Lawmaking - examines the need for laws and citizen participation in the law-making process.

5. Authority, Law and Responsibility - role playing and other activities teach an understanding of authority and authority figures.

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[1] Law in Action, Riekes-Ackerly, West Publishing Company.

STREET LAW

Street Law[1] is designed to acquaint high school students with practical law. Developed by the National Street Law Institute, its purpose is to foster responsible citizenship. The Street Law Institute believes that persons having a broad awareness and understanding of their rights and responsibilities under the law may be able to avoid legal problems and better understand the role of law in our society. Projects such as mock trials, in which students act as attorneys and witnesses, will help them gain insight into the judicial process. The project has concentrated its efforts on developing text materials for students, manuals for teachers, a teacher training system, a structure for using law school students in high school classrooms, and a structure for conducting interscholastic mock trial competitions. The text, Street Law: A Course in Practical Law, has several chapters addressing the following areas of law: the judicial system, criminal, consumer, family, housing, individual rights and environmental. The Tri-County Law-Related Education Project offers an inservice Street Law course which provides basic training on use of the materials. It is suggested that a teacher take this course to become more familar with Oregon Law before teaching Street Law. Lewis and Clark Law School participates in a program where law students may work with teachers using Street Law. The law students are enrolled in a Street Law seminar class where they discuss Oregon substantive law and teaching strategies.

Questions regarding the use of Street Law materials or the law school cooperation should be directed to Marilyn Cover (see page 2).

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[1] Street Law: A Course in Practical Law, National Street Law Institute, Jason Newman and Edward O'Brien, West Publishing Company, St. Paul, MN, 1980.

PART II

LAW-RELATED RESOURCES

The following section outlines resources that are available through Portland Public Schools, the Tri-County Law-Related Education Project, and the community to aid in the infusion of law-related concepts. This is not a complete list; it can serve as a guide to some of the more readily available resources. Part II includes:

- Inservice Opportunities
- Selected Bibliography (Teacher Resources)
- Law-Related Resource Library
- Law-Education Xpress (LEXpress)
- Community Resources
- Law-Related Media

INSERVICE OPPORTUNITIES

The Tri-County Law-Related Education Project and the Portland Teacher Consultant Team offer a wide range of teacher training opportunities. The Consultant Team is available for workshops on curriculum materials, strategies and skills related to LRE. These workshops can be expanded into credit earning possibilities through the organization of a T.I.C. workshop.

Inservice classes in Law in a Free Society materials and Street Law will be offered regularly. In addition, advanced courses in methodology, infusion, and various areas of law may be offered if there is a need.

If a school faculty is interested in participating in inservice training, classes can be held at that school. If you have any ideas about classes that you would like to see offered, contact:

Dr. Allen Dobbins, Curriculum Administrator - 239-5821

or

Susan Booth Larson, Staff Development Specialist - 255-1841

Information on all class offerings can be found in LEXpress and special mailings from the project.

SELECTED BIBLIOGRAPHY (TEACHER RESOURCES)

There are many resource materials for teachers available from the Tri-County Law-Related Education Project and the Terwilliger Teacher Support Center.

The following describes selected recommended resources that may help teachers implement Law-Related Education. An excellent resource developed for the Project by the Multnomah County Education Service District (50¢) is "See You In Court." It is a handbook for teacher and student use with material on the Courthouse Tour Program, the workings of the Multnomah County Court system, and several before, during and after-the-tour activities for students.

Available through the American Bar Association Special Committee on Youth Education for Citizenship (1155 East 60th St., Chicago IL 60637), are five excellent resource guides for Law-Related Education. The titles are: "Bibliography of Law-Related Curriculum Materials," "Gaming-An Annotated Catalogue of Law-Related Games and Simulations," "Law-Related Education in America," "Media-an Annotated Catalogue of Law-Related Audio-Visual Materials," and "Reflections on Law-Related Education." Copies of these can be borrowed from the Terwilliger Teacher Support Center.

Another excellent resource for teachers which explains Law-Related Education and appropriate teaching strategies for LRE classrooms is the book Teaching About the Law by Ronald Gerlach and Lynne Lamprecht. It is also available at the Terwilliger Teacher Support Center.

Law in a Free Society has published K-12 Lesson Plan books for each of the eight concepts. Each book includes complete teacher-developed and tested lesson plans which are an excellent help for infusion. These books are available at the Teacher Support Center also.

For those teachers using the national high school Street Law text, the Multnomah County ESD has published an Oregon Supplement to Street Law, which explains Oregon law as it relates to the text topics.

The Oregon Council on Crime and Delinquency publishes You and The Law, a topic kit for sixth grade teachers to help students understand their relationship to law, their rights and responsibilities, and the juvenile justice system. More information on this resource can be obtained from OCCD, 718 West Burnside, Suite 208, Portland OR 228-5397.*

Youth Faces the Law is a publication of the Metropolitan Youth Commission which gives information on the Multnomah County Juvenile Justice System for both teachers and students.

Available from the Tri-County Law-Related Education Project (255-1841) is Law-Related Education Materials, Evaluations and Recommendations, which evaluates media programs, books, and publications committed to law-related education at all grade levels. It includes suggestions for use, related concepts, and ratings by the publishing committee.

* Available at no cost through PPS Textbooks, John Fallman, 249-2000, ex 381

Law in the Classroom is a newly-published book which includes lesson plans, tips for resource people, and teaching strategies. It is available from the Social Science Education Consortium, Boulder, CO ($17.00) or you may borrow it from a Consultant Team member (see listing on page 2). It is also available for checkout at the Terwilliger Teacher Support Center.

Update is published three times a year by the American Bar Association. This magazine includes summaries of major Supreme Court decisions, contemporary controversies, teaching strategies, and a list of new materials from textbooks to films. A one-year subscription is $5.00.

The most important resource for teachers is the Teacher Consultant Team, who have been specially trained to help other educators implement law-related education in their classrooms. Please be sure to call one of them (listed on page 2) for any assistance or information you need.

LAW-RELATED RESOURCE LIBRARY

Located at the Teacher Support Center at Terwilliger School is a collection of teacher training, reference and classroom-use materials in law-related education. There are references on values education, teaching strategies, legal terminology, controversies in the law, and many other subjects. The collection contains several classroom sets of law-related materials, simulations, games and visuals. Hopefully, teachers will take advantage of this collection to develop law-related lessons and for individual study.

The Teacher Center is located at:

Terwilliger School
6318 SW Corbett
Portland OR 97201
246-8835

LAW EDUCATION XPRESS

Law Education Xpress (LEXpress) is a publication of the Tri-County Law-Related Education Project. Funds for this newsletter have come from the U.S. Office of Juvenile Justice and Delinquency Prevention through a grant from Law in a Free Society. The purpose of LEXpress is to inform educators, lawyers and community members about what is happening in Law-Related Education. LEXpress is published six times during the school year. Articles for the newsletter are encouraged from teachers, lawyers and community members involved in law-related education. For more information and to be placed on the mailing list, please refer to page 2 and contact Susan Booth Larson, Editor.

COMMUNITY RESOURCES

This is a compilation of resources in the community which may help LRE teachers. Information about the particular resource is provided to help teachers evaluate whether the resource will be appropriate for the students.

Multnomah County Courthouse Tours

The purpose of the tours is to provide students and teachers with a first-hand experience with the various functions carried out in the courthouse by arranging visits to courtrooms, public meetings and various offices. All personnel at the courthouse have been most supportive and in many cases are willing to make classroom presentations. A booklet, See You In Court, is available for teacher orientation about the courts and specific tours.

Student tours are fashioned to the age, type of group, and goals of the teacher. The tours are flexible and can be either short or long. The students are given an opportunity to meet with a judge or police officer and also visit the court. Tours also can be coordinated with visits to other resources in the community, including the Federal Courthouse.

The tours for fifth-eighth graders may include, after a short briefing, courts ranging from traffic court to theft and criminal cases. High school tours are designed according to a class's particular needs, such as: Social Studies, Business Law or Marriage and Family Living classes.

For further information, please contact:

Elaine Stiner
Multnomah County Courthouse
Portland OR 97204
Phone: 248-3457

Multnomah County Courthouse Information

Available at the Multnomah County Courthouse are over 40 pamphlets that may be used as classroom resources. The pamphlets cover such subjects as the courts, their purposes and functions, information on the district attorney's office, city, county and federal governments and government services. The legal process is also covered, giving advice and information about what the law can do for people and also what to do if legally involved.

To receive these materials contact:

Elaine Stiner
Multnomah County Courthouse
Portland OR 97204
Phone: 248-3457

or

Visit the courthouse information desk

Multnomah County Elections Division
1040 SE Morrison
Phone: 248-3720

Information on elections and voter registration

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City of Portland
City Hall Information Desk (inside the 5th Ave. entrance)
1220 SW 5th
8:00 a.m. - 5:00 p.m., Monday - Friday
Phone: 248-4583

Information on city bureaus and services (specific services are outlined in the telephone book.)

Single copies available of these publications:

"City of Portland is Working for You"
"City Government - How It Works"
"Flow Chart of City Bureaus"

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Portland Police Bureau (Crime Prevention Bureau)
222 SW Pine St.
Portland OR 97204
Phone: 248-4126

Contact: Terry McGill, Youth Program Coordinator

Various Youth Crime Prevention programs are available for teachers, administrators, parents and students.

Portland PTA Block Home Program (a safe place for kids to go)

Poster Contests: Programs which emphasize bicycle safety and anti-vandalism.

"Who Do You Tell?": A training program for teachers, parents and students. (Community volunteers are trained to come into the classroom as guest speakers.)

Workshops available for parents, administrators and teachers on child abuse.

Portland Police Bureau (Cont.)
Other Programs --

Ride-a-long Program
Contact: Vicki Hansen, East Precinct
Phone: 248-5696

Officer Friendly Program
Contact: Don Spady
Phone: 248-5719

A Traffic Safety Education Program, grades K-3

Police Museum
Phone: 223-5771 for specific details in organizing classroom field trips.

Community Juvenile Officer Program: Officers from the Juvenile Division will be assigned to work with students in grades 6-8 primarily in the areas of crime prevention and law-related education. These officers will be available to the schools for classroom visits, presentations and community programs.

Contact: Lt. Dennis Daly
248-5662

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Portland Fire Bureau
Phone: 248-4375

Public Education Officer: Don Burger

For speakers on fire protection, safety and the Portland Fire Bureau.

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Federal Government

Information on federal government agencies and services is available through the Federal Information Center
221-2222

"Your Guide to Government Services in the Portland Area" is published by the GSA and is available through the Federal Information Center.

State of Oregon
Phone: 229-5700

For information on state services, call that particular office as listed in the telephone directory.

Elections Division: Secretary of State

Elections handbooks, general information

Abstracts of recent elections
Single copies free - 378-4144
Or: Elections Division
State Capitol - Rm 141
Salem OR 97310

Legislative Information

Phone: 378-8551

Informational booklet, "Oregon Legislature and Legislative Process," (1979), first copy free

Other information on the legislature

During legislative sessions information is available on bills and legislative sessions.

Capitol Guide Office
Phone: 378-4423

To arrange state capitol tours
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Oregon State Penitentiary
2605 State ST
Salem OR
Phone: 378-2453

It is possible to arrange a tour for high school seniors by writing to Superintendent Hoyt Cupp, listing the objectives of the tour, how many persons in the party, etc.

Rocky Butte Jail
9755 NE Hancock DR
Portland OR 97220
Phone: 253-7555

Tours may be possible for high school students by mailing a written request to Lt. Thomas Slyter. A one-page handout is available at the jail which explains the functions of the jail.

Argow Women's Facility
1401 NE 68th
Portland OR
Phone: 248-5040

Tours for older high school students, speakers in high school classrooms, and written material (including history of the facility and statistics) are available by contacting Lt. Vera Pool, Facilities Manager.

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Juvenile Court and Home
1401 NE 68th
Portland OR
Phone: 248-3460

It is the policy of the Juvenile Court and Donald E. Long Home not to invite minors to tour in order to protect the rights and privacy of clients. When time is available, Juvenile Court Counselors may speak in middle and high school law-related education classes, by contacting Ilene Shapera. The Annual Report contains Multnomah County statistics and charts, and information about the workings of the Juvenile Court, and is available to the public.
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Oregon Council on Crime and Delinquency
718 W. Burnside
Portland OR 97209
(Monday through Friday, 9:00 a.m. to 5:00 p.m.)
Phone: 228-5397, Michael Dane

Offers the following services to teachers:

1. "You and the Law" booklet, $1.25 each, plus help for teachers in using the materials. (Booklets are available at no cost to the schools through John Fallman, ESC, ex 381.)

2. Speakers (high school only) on: general areas of crime and delinquency, Adult and Juvenile Justice Systems in Oregon

3. Thirty minute slide/tape presentation (available for loan) on the Juvenile Justice System in Oregon

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Multnomah County Bar Association
Phone: 222-3275

Speakers' Bureau: Jim Benedict, 222-9981

Volunteer attorneys are available to speak on various topics of the law.

Oregon State Bar Association
1776 SW Madison
Phone: 224-4280 or 1-900-562-8260

Lawyer Referral Service: 224-6580 or 1-800-452-7636 (for information on lawyers and referral of lawyers)

Tel Law: 248-0705

A free tape library of general legal information, open Monday through Friday, 10 a.m. to 8:30 p.m. and noon to 6:00 p.m. on weekends. A brochure is available through the Oregon State Bar Association, 248-0705, or the Teacher Support Center Law-Related library.

For information on the Bar Association, contact Bernard Stea, Continuing Legal Education.

For assistance in obtaining a lawyer for a classroom visit or consultation, contact an LRE Teacher Leadership Team member.

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American Civil Liberties Union
534 SW 3rd
Phone: 227-3186

Executive Director: Stevie Remington
Officer Manager: Ted Stroll (Speakers' Bureau)

Speakers' Bureau makes presentations on Civil Liberties, Constitution, Minority Rights and ACLU Activities

Materials available on Rights: ACLU Publications

Students may use ACLU files to research cases involving the ACLU, in the office only.

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Metropolitan Youth Commission
319 SW Washington
Phone: 248-4005

"Provides advocacy for youth as a liaison with public and private agencies to the political process."

Publication: "Youth Faces the Law" -- available through the Multnomah County Education Service District (255-1841). MYC offers help to teachers using this program.

Services: Advocacy for youth legislation
Possible inservice courses in youth legislation through ESD
Youth Advisory Council for Portland high schools

Interested teachers may contact a staff person for further information.

League of Women Voters
519 SW 3rd
Phone: 228-1675
(10 a.m. to 2:00 p.m., Monday through Friday)

East Multnomah County
15014 NE Multnomah
Phone: 252-6060

East Washington County
9100 SW Westhaven Drive
Phone: 297-3016

Information regarding voter registration, voting and elections.
Publication: "VOTE" for voter information prior to each election.

SPECIAL INTEREST GROUPS RELATED TO LAW STUDIES

American Friends Service Committee
4312 SW Stark
Phone: 235-8954

John Birch Society
140 NE 28th
Phone: 234-1776

OSPIRG
918 SW Yamhill
Phone: 222-9641

Oregon Republican Party
2000 SW 5th
Phone: 228-6922

Portland Town Council
320 SW Stark
Phone: 227-2765

Rape Relief
522 SW 5th
Phone: 224-7125
HOTLINE: 235-5333

Neighborhood Mediation Project

Northeast: 407 NE Mason
Phone: 282-2829

Southeast: 3214 SE Holgate Blvd
Phone: 231-7428

Also see the Yellow pages under:

Associations, Clubs, Social Services

Common Cause
519 SW 3rd
Phone: 228-3047

National Association for Crime Victims Rights
Phone: 252-9012

Democratic Party of Multnomah County
Dekum Building
Phone: 226-7106

Socialist Workers Party
711 NW Everett
Phone: 222-7225

Harry's Mother Youth Agency
1734 SE 39th
Phone: 238-4611

LAW-RELATED MEDIA

Following is a list of suggested media to aid in the infusion of law education at various grade levels, and by law concepts.

Grade Level: Pre-K-2

Concept	Catalog No.	Title	
Authority	B03598	One Kitten For Kim	(F)
	X01826	Jobs and Services	(6FS/C)
Privacy	B04333	Ira Sleeps Over	(F)
	B00948	Evan's Corner	(F)
Diversity	X01628	There's Music All Around You	(FS/C)
	X01836	Chinese Country Children	(4FS/C)
	L01236	The Rabbit Who Wanted Red Wings	(F)
Freedom	X01485	Peter's Chair	(FS/C)
	A01128	Peter's Chair	(F)
	A01795	The Spider Takes a Trip (Primary Language Development)	(F)
	A01796	A Mouse Takes a Chance (Primary Language Development)	(F)
Responsibility	X01488	Tikki-Tikki Tembo	(FS)
		Tikki-Tikki Tembo	(F)
	A02037	The Grasshopper and the Ants	(F)
Property	K01570	Beatrix Potter Series: The Tale of Peter Rabbit	(Kit)
	B03121	The Velveteen Rabbit	(F)
Justice	X01889	The Hole in the Dike	(FS)
Participation	B01079	Forest Town Fables: The Treasure Hunt	(F)
	M00090	Our Government and How it Works	(4FS)

Grade Level: 3 - 5

Concept	Catalog No.	Title	
Authority	X00221 & X00222 & X00223	Charlotte's Web Parts I, II, III	(FS/C)
	A01645	Why We Have Laws: Shiver, Gobble and Snore!	(F)
	M00092	Political Science: City Government	(6FS)
Privacy	M00136	Rights of the Child	(FS)
Diversity	X01929	Quien Soy Yo?	(5FS/C)
	A01730	"If"	(F)
	B04036	A-M-E-R-I-C-A-N-S	(F)
Freedom	X01797	Is There Anybody Else Like Me?	(3FS)
	A01644	Why We Have Elections: The King of Snark	(F)
	B01101	Free to be...You and Me: Independence	(F)
Responsibility	B01757	The Little Match Girl	(F)
	B04345	Thank You Ma'am	(F)
	B03654	Taleb and His Lamb	(F)
Property	K01954	Mr. Rabbit, Mr. Snake, The Egg That Would Not Break: A Puerto Rican Folktale	(Kit)
	A01857	Community: People Share a Place	(F)
Justice	K01951	How Talue The Elephant Got His Farm Back: A West African Folktale	(Kit)
Participation	A00452	Fair Play	(F)
	B03719	Self Incorporated: The Clique	(F)

Grade Level: 6 - 8

Concept	Catalog No.	Title	
Authority	X01842	Concepts in American Government 1976	(FS/C)
	X01547	Government in the United States 1976	(FS/C)
Privacy	B01101	Free to Be, You and Me, Independence	(F)
	B03724	Self Incorporated: No Trespassing 1975	(F)
Diversity	B04161	The Pound Theory: Why Everyone's Special 1978	(F)
	B03719	Self Incorporated: The Clique 1975	(F)
	X01704	Becoming Yourself: Exploring My Identity 1975	(FS/C)
Freedom	B04360	Rainbowland 1978	(F)
	B03722	Self Incorporated: Trying Times 1975	(F)
Responsibility	A01805	Shoplifting: It's a Crime	(F)
	B01100	Free to Be, You and Me, Friendship and Cooperation 1976	(F)
	X01977	You Have the Right: Underage in America 1976	(FS/C)
Property	B03814	Joy Ride: An Auto Theft 1976	(F)
Justice	B04250	Law and The Juvenile: It's The Law 1978	(F)
	B03550	Under the Law, Matter of David J. 1975	(F)
	B04345	Thank you, Ma'am 1976	(F)
Participation	B01115	Fresh Colors 1970	(F)
	X01702	Becoming Yourself: Under-Standing Myself and Others 1975	(FS/C)
	B04233	Rosey Grier, The Courage to be Me 1977	(F)
	B03676	The Theft 1975	(F)

Grade Level: 9 - 12

Concept	Catalog No.	Title	
Privacy	B00605	Conflict and Awareness: What About McBride?	(F)
	B03912	Sixty Minutes: The Pomeroy File	(F)
Authority	B01847	Man and the State: Machiavelli on Political Power	(F)
	A00263	Chromophobia	(F)
	B02614	Searching for Values: The Right to Live - Who Decides	(F)
Diversity	B01288	The Hat: Is This War Necessary?	(F)
	X01627	The Tasaday: Stone Age People in a Space Age World	(FS/C)
Freedom	B00711	Democracy: The Role of Dissent	(F)
	B01103	Freedom to Speak: The State of New York vs Irving Feiner	(F)
Responsibility	B03881	The Speaker: A Film About Freedom	(F)
	X02141	Becoming Responsible	(FS/C)
	B01249	Guidance for the Seventies: Responsible	(F)
Justice	B00292	Bill of Rights: The Story of a Trial	(F)
	B1098	Free Press vs Fair Trial by Jury: The Sheppard Case	(F)
Participation	B03575	City Government: A Two-Way Street	(F)
	B03373	The Young Vote: Power Politics and Participation	(F)
	B02678	Short Story Showcase: The Lottery	(F)
Property	B00609	Conflicts in American Values: Where do we Grow From Here	(F)
	B03049	Under the Law: Arrest and Seize	(F)

The following film series are generally law-related. They are listed in the film catalog by series title:

Under the Law
Bill of Rights in Action
History Alive
Searching for Values
Guidance for the 70's
Man and the State
Bill of Rights

PART III

TEACHING STRATEGIES

Law-related education provides many opportunities for using a variety of exciting and involving teaching strategies. Fundamental to LRE is a classroom atmosphere which encourages the free exchange of ideas. This helps students become active participants in the total learning process. Listed below are strategies which will help you to implement LRE into your classroom curriculum. The strategies can help the teacher and the student to more fully explore the various concepts of LRE. More detailed information about how to implement the strategies can be obtained from a member of the Teacher Consultant Team (see page 2).

The Continuum

The continuum opens up a range of responses on a given issue. It allows all students to express an opinion and publicly defend that position.

An issue is defined by the teacher or students. The issue may be prepared ahead of time by the teacher or it may be an outgrowth of class discussion. The teacher draws a long line on the blackboard. Each end of the line should represent the extremes of the issue. Be sure the views represent polar positions. Have the students place their initials on the line to represent their stand. Discourage students from taking a middle position. After placing their initials on the line, ask students to give their reasons for holding that position. After the discussion, provide an opportunity for students to change their positions as a result of new information.

The activity can be varied by using masking tape to make a line on the floor. Students can actually stand on the line at the position they choose. They should then discuss their reasons for selecting that position with students standing near them. Next allow each student or a representative of each basic position to justify the stand. Again students should be permitted to change their positions as a result of the discussion.

Each student can make an individual continuum by taking a sheet of paper, drawing a line on the paper, and placing an X at the appropriate point. Next ask the students to circulate and discuss their positions with students whose positions are similar and different from their own.

Another variation would be to use the corners of the room to represent four specific positions on an issue. Provide the opportunities for discussion and changing positions.

Range of Positions

This activity, along with the Continuum, helps students to see the wide range of possible positions on any given issue.

The teacher breaks the group into small groups of five or six and gives them an issue which has four to six possible positions. The teacher may wish to identify the positions ahead of time or let the students identify them. Each student takes one of the positions, not necessarily his own, and writes a paragraph defending it. After the paragraphs have been shared, each group member reveals his own position and discusses the issue. If all groups were working on the same issue, each group's continuum is displayed for all to see and a class discussion follows.

Another variation is to have the ranges of position posted around the room on the walls. The class members can walk around and select the position that comes closest to their own. They may then state aloud to the whole class or to others in their group their reasoning on the issue.

Role Playing

Role play offers students an opportunity to engage in play-acting. Most students find great pleasure in assuming a role and teachers find it a way to stimulate students and to vary classroom activities.

Role play is a useful classroom tool and will be most successful when a sequence of steps is followed.

1. Selection of the role play situation should be consistent with the teaching goals, the needs, and the limitations of the students.

2. A preliminary activity where students engage in simple and familiar role playing can help to relax all students, giving them practice and confidence in public performance and expression.

3. The teacher should next explain the general situation to the group and explain the purposes of the drama.

4. The teacher should then explain the specific roles to be played by students and the role requirements for the audience.

5. The dramatic action should follow with the teacher intervening when necessary with questions designed to keep the action moving and the players in character. Students should be encouraged to play roles as they perceive them realistically and students should be cautioned to not take role playing remarks personally.

6. After the dramatic action the teacher should lead a debriefing session to help the class review the action, analyze causal relationships and speculate on alternative behavior and consequences. Sample questions: How did you feel as....? Was your role realistic?

Brainstorming

Brainstorming is a problem-solving tool. It encourages imagination and creativity and helps elicit a number of ideas on a subject. The list of ideas can lead into a discussion of the alternative solutions to a problem or factors that affect a problem's solution.

The teacher or a student states a problem which needs a solution. The class suggests as many alternative solutions as possible using the following rules:

1. No evaluation or discussion of ideas is allowed in the brainstorming session. Judging and evaluating ideas tends to limit contributions.

2. Encourage any idea no matter how wild it may seem. It is easier to take a wild idea than to pep up a bland one.

3. Encourage participants to think of as many ideas as possible. When ideas are coming fast, people tend to give their imaginations a wide range and good ideas result.

4. After the initial brainstorming, encourage participants to build and modify contributions of others. Often combining or modifying leads to superior solutions.

Force-Field Analysis

Force-Field Analysis is used to identify the factors on either side of an issue. It can follow a brainstorming session. The idea is to divide the factors that affect a situation or decision into two categories.

1. Brainstorm a list of all factors that influence a decision.

2. Assign the factors to two groups, using some criterion. (i.e., pro and con)

3. Analyze each list, combining and clarifying to eliminate repetitions and unworkable ideas.

4. Considering all the arguments (both pro and con) rank the whole list from the most important to the least important.

Students should be able to analyze the conflict between arguments on either side of an issue.

Interrupted Film

It is often valuable to interrupt a film or filmstrip to have students discuss a question or issue to encourage more active viewing and analysis of what they are observing. A film can be stopped before a turning point or decision is made, so students can speculate on what should happen, and analyze their reasons. For example, a film about a trial could be stopped at several points. Students could be asked to role-play what they think should happen, they can brainstorm the arguments which the defense or prosecution should raise, and they can decide what they think the jury's verdict will be.

Open Interviewing

This activity gives the student center stage in the classroom and a chance to explain his position or feelings on an issue. He may be interviewed as himself or in an assumed role.

This activity is suggested for use in two ways. When a discussion or situation arises which the teacher or students wish to examine more closely, the teacher asks for volunteers who would like to be interviewed about the topic. The teacher asks the student questions about his/her beliefs and feelings. The student must answer honestly but he/she may decline to answer. The teacher may also be interviewed.

Another way to use the public interview is to set up a role-play situation. Following the role-play, interview the participants, having them relate their reaction to what happened.

Establishing Priorities

This strategy helps students identify priorities within their own value systems.

The teacher gives the students dittoed sheets with the following instructions:

> Below is a list of items arranged in alphabetical order. Your task is to arrange them in order of their importance to you. Study the list carefully....then place a 1 next to the item which is most important to you; place a 2 next to the one second most important to you, and so on. If you change your mind, feel free to change your answers.

Follow with a class discussion allowing students to give the reasons for their choices.

Variation: Prioritizing can follow a brainstorming session.

Unfinished Story Alternatives

This strategy enables students to consider alternatives for action in various specific situations.

The teacher presents a specific situation which calls for some proposed action. Or the students may recall some situation where they were faced with a choice of actions. The situation may be related by the teacher or role played by the class, omitting the chosen course of action. The students are then asked, "What would you do?" Each student individually is to write out briefly what he would do in the given situation. Then the students break up into groups of three or four to discuss their proposals and try to decide which of their solutions would be the most desirable. They should select one and role-play it for the rest of the class. They may also relate it to the class if the teacher wishes. Following the role-play, the whole class should discuss each possible solution. Students may use this activity to predict the consequences of the possible solutions. Also, there are many excellent films which present an unfinished story.

Predicting Consequences

This strategy gives students practice in considering the consequences of a chosen alternative.

The activity should be used when students have had an opportunity to select a variety of possible solutions or courses of action. (The alternatives could be generated by brainstorming.) Either individually or in groups, ask the students to select the three most appropriate alternatives. List each alternative and under it list as many consequences as the students can suggest. Students should realize that there is always an alternative to any given course of action. If the students suggest only one alternative, then have them consider the consequences of following or <u>not</u> following that course of action.

Cartoons

Cartoons are a useful tool for stimulating thinking or for allowing students to translate concepts and knowledge using a creative and entertaining media. The teacher may wish to use this activity as an evaluation instrument. It enables the teacher to see if the desired learning has taken place but does not pose the threat of the standard pencil and paper test.

Following a study of a topic which has several inherent issues, the teacher suggests that each student select one of the issues and illustrate it in cartoon form. It may be necessary to study political cartoons from the newspaper or other sources if the students are not familiar with this form of expression. The cartoons may be placed on the bulletin board for the class to examine or the teacher may select some or all and have the students respond to the cartoon by telling what it means and how it depicts one of the issues in the completed study.

The teacher may also wish to select a cartoon that is relevant to an issue which has been the topic of a classroom study. The students may then discuss the artist's viewpoint and respond to it.

Collage

The collage is a visual representation of an idea. It allows students to use their imaginations as they select visual symbols which depict events, feelings, and attitudes on a given subject.

Divide the class into small groups and give them a topic. They will need to discuss the topic and decide on symbols which might be used to represent the idea. Provide pictures, words, and letters, either available in magazines, newspapers, etc., or already cut out, poster board, paste, scissors. Watch the progress of the project but do not give suggestions. Make them come up with their own ideas. After the collages are completed, let each group show its work. Do not let the group showing the collage talk about its work, but ask for responses from the rest of the group. "What feelings does the collage give you?" Write the responses or summaries of the responses on the blackboard. Ask the students who made the collage if these comments agree with what they intended and if they wish to make additional responses or comments. Continue until all groups have shown their work and a full discussion has transpired. This can be used as a writing assignment to interpret the meaning of a collage.

Simulation

Simulation involves students in real situations through a symbolic model of an actual or hypothetical process. It allows the participants to learn and practice new behavior, and to analyze problems and to make decisions through the use of role-play.

The teacher must choose a situation or process to simulate. There are many available commercially. See the American Bar Association teacher resource: "Gaming, An Annotated Catalogue of Law-Related Games and Simulations."

After participating in simulations, the teacher and students may wish to construct models on their own. Select a situation and use only those elements of reality relevant to the purpose of desired outcomes. You will need to define boundaries, set up rules, and place restrictions on those who participate. The most important part of a simulation activity is the debriefing session where the students ask about the model and about the real world analogies to events and factors in the simulation. Gear your questions to focus on the ways the simulation experiences reflect the kind of experiences people have in the real world situation you portrayed.

In using the technique of simulation, the leader should always keep in mind that the focus is the relationship between the simulated model and the real thing.

The Sociodrama

The sociodrama is a form of role-play or dramatic improvisation. The activity places students in a new identity in a temporary and protected situation, thus allowing real feelings and thinking to emerge. It provides an opportunity to present both sides of an issue and requires participants to consider alternative views.

Any kind of potential or real conflict situation is useful for this type of role-play. Begin with carefully structured activities and clearly defined roles that each participant is to play. Begin with the most secure students as actors. Stop the role-play when it is apparent that the fruitful outcomes are exhausted. One way to liven things up is to add characters while the play is in progress, permit actors to add characters as they see the need for it, or change roles in the middle of the play.

Following a role-playing situation, a discussion in large or small groups is valuable. These questions are suggested:

1. How did you as actors feel?

2. How would observers have done things differently?

3. Would things work out that way in real life?

4. What might we learn from this incident or situation?

The Inner-Outer Circle

To facilitate group discussion by focusing on process as well as content.

Begin by asking the group what makes a good discussion. The following points should be brought out, but use the material provided by the group to establish "rules." If they do not cover all these points it may be worthwhile to proceed with the technique and see if new rules are added.

1. listen to each other

2. participate

3. don't interrupt

4. build on what other people say

5. be relevant -- stick to the point

Divide the group in half (arbitrarily). Form two circles; the outer circle focuses on process, the inner circle on content. Discussion begins with a question. It may be posed by the group or instructor. Either way it should be one over which there is some disagreement.

Phase I	Inner circle discusses Outer circle observes process	(5-7 minutes)
Phase II	Outer circle gives feedback on process only Did the group adhere to "what makes a good discussion?"	(3 minutes)

Phase III	Switch circles -- new inner circle discusses content	(5-7 minutes)
Phase IV	Outer circle gives feedback on process	(3 minutes)
Phase V	Evaluation -- anyone may comment on any aspect at this time	(3 minutes)

The technique has been most successful when the instructor does not interfere except as a timekeeper. It should be used on a regular basis if the group is to learn from it. For younger students, twenty or thirty minute periods twice a week are more valuable than extended periods over a week.

Open-ended Statements

This strategy may be useful as an introductory activity or as an evaluation tool.

The teacher provides an open-ended phrase and asks students to complete it with any and all endings which come to mind. As an introductory activity this strategy focuses on the topic to be studied and provides an assessment of students' knowledge and attitudes on a given subject. (i.e., Law is....., A police officer should be....) The same items can be used at the conclusion of the study to measure gains in knowledge and change in attitude.

The Case Study Method

The case study allows students to grapple with real issues, to reach and support a decision, and to weigh the consequences of that decision. In approaching a problem through a case study, the student will gain practice in all levels of thinking from simple recall to evaluation.

Provide students with the facts, only, of the case. Use questions and role-playing to identify the issue(s), develop arguments, and reach a decision. Next, provide students with the court decision. Use questions and discussion to compare and contrast their decision with that of the court and to consider the implications of the court's decision.

Role-Play Case Study: The fact situations in many cases can easily be role-played. This variation is effective when several similar cases are to be studied and time is short. Follow the role-play with a discussion comparing the fact situations, the issues, possible arguments, and decisions involved in each case.

Contemporary Cases: Newspapers and magazines are a rich source of additional material appropriate for the case study method. Periodicals can be used to illustrate and update legal concepts. The discussion of a contemporary issue often requires the most critical thinking since the topic is timely and truly open ended. The same general questioning pattern may be used.

The Mock Trial

A mock trial gives students the opportunity to participate in the trial of a real or created case. It allows students to gain first-hand experience in trial procedures. Students assume roles, apply information already learned, and solve problems in the court setting. It also may serve as an evaluation tool.

Excellent information about mock trials is available from the resource persons listed on page 2.

Dialogue Debate

The dialogue debate provides a structured discussion of a controversial topic. More than a regular debate, the dialogue debate encourages students to examine many arguments from each point of view.

The teacher should select four students or four teams for each debate. After the students have had enough preparation time, the debaters should conduct their debate before the other members of the class who will have opportunities to question the debaters after the completion of two or more rounds. Round I is begun with a spokesperson from one side developing one argument. The teacher should listen and, when one point has clearly been made, the teacher should stop the speaker. At that time a spokesperson from the other side must pick up the first point presented, refute it to the best of his/her ability and continue to develop a new point in favor of his side's position. Once again the teacher should stop this second speaker as soon as the speaker has developed a new idea. The first side then must respond and develop a third idea. The same pattern should be followed with each round consisting of statements from each student or team. Depending upon the complexity of the topic and the amount of preparation, only two or more rounds may be needed. At the end of the last round the audience should be encouraged to ask questions and offer additional points. The debaters may ask for a vote from the audience to determine the winning side.

Structured Discussion

These techniques facilitate discussion by focusing attention on specific questions or issues and involving more students in a balanced examination of a topic or concept.

Several variations of directed discussion may be used, including the following:

> Serial Story: Select a narrative involving one or more legal issues. Break the story into segments. Each segment should raise a legal point to be discussed or a decision to be made. Consider only one segment at a time. Conclude with an examination of the final conclusions in light of the discussion which preceded.

Rotation Discussion: To insure maximum participation in a discussion, code questions to be discussed. For example, number or letter each question and assign corresponding letters or numbers to students. The students who are assigned a particular letter or number will be the first to respond when their question is raised. This technique works well with the serial story.

Discussion Sheets or Cards: Introduce a topic or problem. The source may be a story, a film, a tape, etc. Divide the class into groups of three or four. Hand each group a card or sheet with specific questions to be discussed. The questions may be the same, or each group may be given questions dealing with one aspect of the problem or situation. The groups should work toward consensus. Conclude with a report from each group. Allow time for minority dissents to be discussed. Try to reach a class consensus.

Progressive Listening: This activity is designed to enhance discussion and improve listening skills. The group leader makes or presents a "devil's advocate" statement to the group and asks for a response. The speaker is free to agree or disagree so long as he gives a reason for his position. The discussion continues with a response by another group member, but before the speaker can respond he must summarize what the former speaker said to the former speaker's satisfaction. The discussion continues in this way. Speakers may volunteer or each person may be asked to respond (though anyone should be free to pass if he/she chooses). The class may be divided into groups for the activity if the class is large.

Spotlight: This strategy is a useful discussion tool as well as a listening skill builder. It allows each student to have the undivided attention of his partners, to serve as a listener and clarifier, and to be an observer of the discussion process.

Divide the class into groups of three. Have the students arrange their chairs in a circle. Assign each member of the trio a role as the responder, the clarifier, or the summarizer. Tell each student that during each round, he will play a role. Describe each role as follows:

The Responder:	Listens to a statement by the teacher and has two minutes (or whatever time is appropriate) to respond without interruption.

The Clarifier:	After listening to the responder, asks clarifying questions (approximately two minutes). The clarifier cannot interject his own thoughts at this time.
The Summarizer:	Listens to both of his partners and at the conclusion of their discussion, gives feedback on the process involved by indicating whether they fulfilled their roles and by giving examples.

Quick Survey

This strategy allows the teacher and all class members to observe the range of attitudes within the class.

Prearrange a distinct visual signal for each of five positions: strongly agree, agree, no opinion, disagree, strongly disagree. The teacher then makes a statement which requires an expression of opinion. The students are instructed to think about their answer and at a given signal, to vote.

This strategy should be followed with open interviewing to allow students to elaborate on their positions.

Resource Speaker

To give students opportunities for face to face contact with people who can give first-hand information about the subject under study.

Before inviting any guest speakers, the teacher should fully understand the local school or district's policies regarding guest speakers.

Ordinarily a guest speaker will be making special effort to come to the classroom; therefore, the guest speaker should be extended special courtesy. For example: arrangements should be made for parking, someone to meet the speaker, guide the speaker to the room, and see that the speaker is escorted out of the building.

The use of resource speakers is most successful if the teacher makes careful plans for the visit. Prior to the visit the person should be contacted and briefed. Briefing might include an explanation of the objectives for the visit, characteristics of the students, and how the topic has been treated thus far in the course of the study.

The teacher should discuss with the class the reasons for inviting the speaker, the kinds of information the speaker may be expected to bring, and the kinds of questions the students may wish to ask.

Following the visit, the teacher should plan questions and activities which relate the information brought by the speaker to the unit of study.

Music, Poetry, and the Law

To encourage students to synthesize learning regarding a legal concept such as Separation of Powers.

1. Divide the class into groups of 3-5. Give each group a sheet of paper containing ten words, a large sheet of paper, marking pens, and the following instructions:

   - You will be given a sheet of paper with 10 words on it. You are to use these 10 words in composing two poems, one about the unity of government and the other about the divisions found in government.
   - There is an additional instruction on your sheet that is to be incorporated in your poems (either to praise, to mourn, to satirize, to pray for, or to petition).
   - Write poems on the big sheets.
   - Be prepared to give poems to class either in song, choral readings, or solo reading with "background."

2. Sample words or students can brainstorm a list of words:

Mr. President	legislature	illegal	Capitol Hill
lesser courts	equitable	reasonable	elect
jurisdiction	absolute	Nine Old Men	justice
unconstitutional	The Honorable, Mr. Chief Justice	appoint	balance
power			the White House
balance	check	Burger	

3. Encourage students to write original musical compositions or original lyrics for a familiar tune. If they choose to write a poem, suggest background music or sound to add drama to the presentation. The activity will be most successful if the teacher can set the stage for a full scale production.

4. Have each group present its original composition for the class and follow with a group discussion. The following types of questions are suggested:

   a. What was the song or poem about?
   b. What did the group have to say about the topic?
   c. What kinds of feelings were created? How was this accomplished?
   d. How did these impressions agree with what you, the creators, intended to convey?
   e. Do you agree or disagree with what the group had to say about its topic? Why?

Learning Stations

To provide an opportunity for students to participate in direct study in a structured learning environment. This type of activity has the added advantage of allowing students to move about the room freely while still

providing a sense of direction. Learning Stations can be used to gather information during a unit of study or to synthesize learning at the conclusion of a unit of study. The activity may also be used as a test.

1. Develop a series of specific tasks related to the topic being studied. Each task should be an independent activity so that students may proceed through the stations at random.

2. Have each student select a partner (groups of three may be used also).

3. Set up stations around the room with one task at each station.

4. Instruct each team to go to a vacant station and complete the specified activity.

5. After the completion of the activity, the team should move on to another station. If all stations are filled, the team members could use the time to re-evaluate their solutions to the completed tasks.

6. At the conclusion of the activity, the class should discuss each station, allowing each team to report on its decision or solution. The types of questions to be asked will depend upon the nature of the learning experience.

Dilemma Discussions

Dilemma Discussions allow students the opportunity to explore issue conflicts and to form and compare reasons. A dilemma is a situation where two values are in conflict, usually where both choices of action are equally appealing. In choosing from equally desirable or undesirable alternatives, the students should experience a clarification of their values.

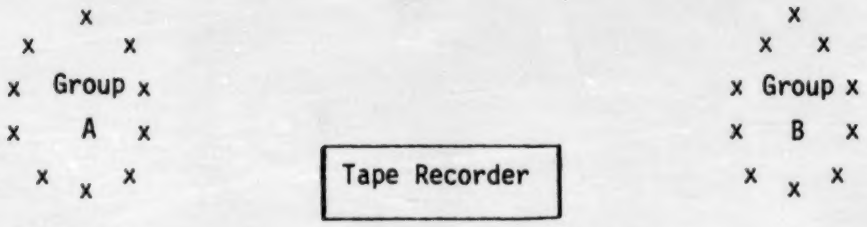
Dilemmas should relate to the content area the students are studying. Dilemmas should involve a conflict of issues (affiliation, authority, contract, conscience, law, liberty, loyalty, punishment, property, truth) and ask a question such as: "Should John Adams defend the British soldiers who fired on the colonists? Why or why not?" (conscience vs loyalty) Students must focus on their reasons for their answers, in an attempt to better understand the issues involved.

Deliberate Discussion

Appropriate for middle school and high school students.

Equipment: Tape recorder, microphone and tape, ready but OFF.

The teacher arranges the students as per the diagram:



The purpose of this lesson is to help students develop skills appropriate for thoughtful discussion of important public policy questions. It can be used as an introductory activity to the study of a unit; or it can be a culminating activity, to review students' information and views on the selected topic. The question as posed should not have a clear, right or wrong answer.

It does not matter whether students agree or disagree with the statement. Ideally, students should be able to discuss different points of view.

STEP 1

Group A is assigned to discuss, deliberately, in favor of the topic. They are directed to prepare a short single sentence statement in support of their point of view, and to give one brief reason for it. Simultaneously, Group B is directed to discuss what they think might be Group A's statement, and what they would say in response to it.

STEP 2

Group A selects one student to go to the tape recorder, turn it on, and make Group A's statement into it. The statement should be made loud enough so that all can hear it. S/he then turns off the tape recorder and returns to Group A.

STEP 3

Group B discusses Group A's initial statement, and prepares a short single sentence response to that statement, presumably disagreeing with it; and one brief statement in support of the rejoinder. Simultaneously, Group A discusses what they think Group B will say, and in turn, how they will respond to it.

STEP 4

Group B selects one student to go to the tape recorder, and deliver Group B's statement into it. After turning off the tape recorder, that student in turn returns to Group B.

STEP 5, etc.;

Discussion proceeds in this mode for 20-30 minutes.

During the discussion, the teacher does NOT take sides, but assists students to stay on task, to be brief, to respond directly to prior information, and in their discussion within the group, to test the different point of view through the use of examples, logic, analogies, personal experiences, etc. Reference to factual information is especially encouraged.

More detailed information and help with teaching strategies is available through the Portland Teacher Consultant Team, see page 2.

PART IV

SCOPE AND SEQUENCE/LAW-RELATED THEME

Within Portland Public Schools, law-related education is one of the four interdisciplinary themes throughout the curriculum. On the following pages is stated the relationship of the Scope and Sequence Statements for various curriculum areas to the law-related theme. Representative activities are suggested at various grade levels to infuse law-related education into the curriculum areas. Four grade levels have been chosen: PreK-2, 3-5, 6-8, and 9-12. Statements and activities for art and music have been added.

Please note that teachers may adapt any activity to meet their own needs. The following are examples from among the many that are available.

Resources on lesson plans to carry out many of these activities can be found in Law in A Free Society Lesson Plans (for each concept), and Law in The Classroom. Others are available from the law-related resource library at the Teacher Support Center, Terwilliger School.

- Art
- Health and Safety
- Language Arts
- Mathematics
- Music
- Physical Education
- Science
- Social Studies

A R T

Scope and Sequence Statement (Suggested)

Art is a communication medium for human values. Justice, responsibility, property, diversity, freedom, authority, privacy, and participation are law-related values which children can express through the processes and skills of art. Law-related education emphasizes the diverse contributions of artists who represent other cultures and/or ethnic groups.

IDEAS FOR INFUSION

Grade Level: Pre-K-2

Drawing
1. Have students draw a picture of "law." Discuss the similarities and differences of the student interpretations of law.

Mural
2. To study the concept of diversity: Draw a giant mural outlining each member of the class, including the teacher. Then ask each person to paint his or her own appearance as closely as possible. Discuss similarities and differences and factors which affect them, etc. (For an expanded description of this activity, see LFS On Diversity Lesson Plans, page 2.)

Grade Level: 3 - 5

Collage
1. Have students make a collage of what the concept "freedom" means to them. Discuss the student work focusing on the scope and limits of freedom.

Discussion
2. Is graffiti art? Have students collect examples of graffiti in their neighborhood. Discuss the benefits as well as costs of this form of "free artistic expression." Have students develop class and/or school rules for this topic, including enforcement and punishment.

Grade Level: 6 - 8

Cartoons
1. Have each student draw a political cartoon focusing on a law-related education theme (i.e., equality).

Clay Animation Film
2. Show the film "The Fable of He and She" which is done by clay animation. Discuss the film in terms of art techniques and in terms of expressing law-related concepts of freedom and equality. An exciting class project would be to produce a clay animation film to get across another law-related concept such as diversity or property.

Grade Level: 9 - 12

Drawing

1. Involve students in a unit on Courtroom Drawings. Invite in a courtroom artist to discuss the goals of and skills related to his career. Visit the courthouse and have students do drawings of courtroom personnel and witnesses. Students will learn a great deal about art and about legal processes.

Debate

2. Have students debate the issue of copyrights for artistic works. Invite in a local artist and attorney to give background information to students on this topic.

HEALTH AND SAFETY

Scope and Sequence Statement

The basic concepts of law-related education, liberty, power, freedom, justice, property, responsibility and equality, are interwoven with the content of Health and Safety. The teacher deals with the laws that provide for the health and safety of each individual as well as those which ensure the health and safety of the society.

IDEAS FOR INFUSION

Grade Level: Pre K-2

Community Resource

1. Contact the Poison Control Center for pamphlets and stickers to mark poisons in the home. Have the children identify things found in the home that are harmful. Discussion questions: What are some laws that protect us from harm? What responsibilities do adults have to protect children?

Neighborhood Walk

2. Organize neighborhood walks that model good safety in and around the school neighborhood. Role-play situations where kids are or are not acting responsibly on the way to and from school.

Field Trip

3. Organize a field trip to a hospital, fire station, police department, etc., to talk to people in authority positions concerning their role in providing for the health and safety of society.

> For a free sample lesson on "Responsibility in the school cafeteria," see LFS: On Responsibility Lesson Plans, page 10.

Grade Level: 3 - 5

Field Trip

1. Take a field trip to a food processing plant. Have students discuss the need for health and safety laws in food processing. Students can write sample laws.

Discussion

2. Have students create a new health product (using student art). Students can draw the label for their product. Have the students discuss the responsibilities of both the producer and consumer in choosing health products.

Discussion

3. Have students discuss the costs and benefits of requiring immunizations against disease. Discussion

may focus on the conflict between the concepts of privacy, freedom, and responsibility.

Grade Level: 6 - 8

Guest Speaker 1. Invite a representative from Planned Parenthood or the Health Nurse representative in your school to discuss the social, legal and religious aspects related to abortion, birth control, VD, etc.

Research and Discussion 2. Have students research articles on current local pollution problems. Then discuss the effects of pollution on health. Possible question: Should health and pollution be a responsibility of individuals or of the government?

> For a free sample lesson see LFS: On Responsibility Lesson Plans, page 33.

Grade Level: 9 - 12

Debate 1. Organize a debate over the social and legal questions related to the use of marijuana or alcohol. Concentrate on the conflict between individual freedom and the need for social control.

Listing and Rank Order 2. Have students discuss the procedures a person should follow in choosing a doctor. Make a list of the qualities of a good doctor. Prioritize the lists.

> See LFS Authority Level VI kit: "Procedures for Selecting Persons to Fill Positions of Authority"

LANGUAGE ARTS

Scope and Sequence Statement

Values and understanding of law-related education evolve from daily experience. The Language Arts teacher helps the student discover himself, his/her community, and the world around him. Literature is one of the most effective vehicles for the introduction and transmission of values and attitudes toward good citizenship. As the student's exposure widens, he learns the basic values of his/her society and becomes aware of himself as a cooperative social person. How he feels about himself and others contributes to his/her attitude about the law.

Law-related education is part of the intricate inter-relationship of man and his/her environment. It is far more comprehensive in scope than factual data. It must be seen as deriving from needs and subject to change, according to the needs of society. A student must gain insight and perspective into the creation of laws in order to appreciate the terms liberty, property, justice and equality. If he/she has some understanding of the meaning of law and citizenship, they will become more relevant to the learner, allowing for greater future participation.

The Language Arts curriculum will often concentrate on the hows and whys of the law through interpretation and critical analysis.

IDEAS FOR INFUSION

Grade Level: Pre K-2

VIP

1. To help students gain more insight into citizenship and the privacy concept, have students select one Very Important Person (VIP) for the week. Provide a private, special place for the student and have the student share personal things (from school and home) with the class. Provide a sharing time for the VIP to tell about self. Design a bulletin board area for your VIPs and have all students draw and write a story about the VIP for the week. Display student work. This is an ideal way to have children understand their idea of privacy.

Role-Play/ Puppets

2. Read story, Peter Rabbit by Beatrix Potter. Have students create hand puppets and role-play various situations in story that illustrate property and ownership. Role-play these issues: Why did Peter's mother warn him not to go into Farmer McGregor's garden? Did Farmer McGregor own the lettuce? Why? How would you feel if you owned a garden and you were faced with Mr. McGregor's problem?

Film/ Discussion

3. Begin lesson by showing film, "Evan's Corner." The story involves a boy living in a ghetto area in a one-room house, where he creates a private corner for himself where he can be alone, surrounded by his favorite things. This is an excellent story to help students see some of the benefits of privacy as well as possible costs (loneliness, boredom, insecurity or fear). After students have seen the film, discuss its content in terms of the following questions:

   a. Why do you think Evan wants a private place in his home?
   b. Are there times when you feel the need to be alone?
   c. If you had a private corner like Evan did, what would you put in the corner to make it a nice place to go?

For more free ideas, see Law in A Free Society Lesson Plan books on Privacy and Freedom.

Grade Level: 3 - 5

Writing

1. The class can write a rule book citing all the rules of the school including a short explanation of each rule. Each student selects a rule and tells why it is a good/poor rule. This may be adapted to include community rules/laws.

   Possible question: Why are some rules necessary -- though often unpopular?

Observing/ Reporting

2. Students can be reporters, writing up an incident they have seen in the school that they think is not fair. Perhaps they can describe an incident that shows that students are considering others and people are living together well because of rules.

   Possible question: How do cooperation and organization help us work together more easily?

Grade Level: 6 - 8

Reporting

1. Write a summary of an incident that has happened in school. Stress organization and accuracy of facts so they can be used as evidence in a later discussion question. How can poor reporting hinder the process of enforcing law and arriving at a correct conclusion?

Spelling 2. Use LRE words in a spelling list. Ask for definitions and sentences for each word. This should be done in relation to a law-related activity.

Current Event Discussion 3. Regularly, have students discuss articles about law read in magazines or newspapers.

Possible question: How do laws change or influence the way we live? Are there laws that should be changed?

Grade Level: 9 - 12

Reading 1. Have students read laws as written in the Oregon Revised Statutes. Discuss the way words convey different meanings using as examples the way that the law attempts to clarify terms that have many connotations.

Film 2. Show the film "Short Story Showcase: The Lottery." Discuss the role of "law" in the story. Does the story give a clear picture of the values in that society? What is the conflict between that concept of law (in the story) and Oregon law in 1980?

Scope and Sequence Statement

The United States, a nation which has become ever more complex in its economic, social and political institutions, is also a nation committed to rule by law. The laws which govern our nation are specific to economic, social and political behaviors, many of which are influenced by activities requiring knowledge and skills in mathematics. Speed, size and distance are factors in laws governing use of an automobile. Restrictions and limitations on banking, insurance, credit, etc., are spelled out in law. State and Federal tax laws are often complex, requiring expertise in interpretation and precision in arithmetic computation. Consumer laws are becoming so numerous and more exacting in compliance that school districts are required by law to teach courses in Personal Finance as part of Consumer Mathematics.

IDEAS FOR INFUSION

Grade Level: Pre K-2

Problem Solving

1. After the class has been working on problems requiring logical problem solving, ask students to find other places where there are problems or where there is a need to do one thing before going on to the next step. Examples: Logical order - building a house (must have plans and build foundation first), making a cake (must have recipe and follow sequence). Playing - you must plan, select a game or activity, rules which govern the game, etc.

Number Game

2. Explain that numbers have order, that two follows one when counting. Assign each child a number and put a big sign with that number on them. Have them sit in a very tight group on the floor. Call out the numbers in order and have them line up in that order. If the group sat down in order, they can line up easily. If they did not, they will have a hard time untangling themselves, proving the need for order.

   Possible questions: Why is it necessary to plan ahead and organize before starting? What laws or rules do you know that organize things (cafeteria, library, office)? Why is it necessary for everyone to go by a rule such as two always follows one when counting?

Grade Level: 3 - 5

Measurement

1. Have students collect food and product containers that have the weight, volume or contents printed on them.

   Possible questions: What is the purpose of the law

requiring these types of labels? Laws require that a pound be 16 ounces and a quart hold a quart -- why are these important?

Math Symbols

2. A plus sign (+) always means to add, and a stop sign means not to go. Have the class cite other examples of symbols that are related to law.

   Possible questions: How are such rules helpful in our lives? What would happen if people did not observe such rules in math or in our lives?

Grade Level: 6 - 8

Consumer Law

1. Assign each student the problem of furnishing his/her dream bedroom. Use a mail order catalog for pricing. The class is to buy furniture using a time payment plan with very high and demanding terms. (Teacher can supply the plan.)

   Possible questions: Why do we have laws that regulate interest? If the products are poorly made and/or misrepresented, what recourse does the consumer have?

Game/Money Values

2. When teaching the use of standard units, have students make their own money. Each student is to establish a monetary value on their own money. Have a sale of small items (any objects will do.)

   Possible questions: Why was trading, buying and selling difficult? How have monetary laws helped to solve this problem?

Grade Level: 9 - 12

Discussion

1. Discuss the similarities and differences between "laws" in society and "laws" in mathematics. Do they both serve the same function? This should help students to understand the complexity of the term "law" in both subject areas.

Discussion

2. Discuss the conflict over conversion of the United States to the Metric System. What are the costs and benefits? What are the social/legal consequences? Should the law force people to change? How far should law go in governing behavior?

Consumer Math Discussion

3. Should there be government limits on interest charges (usury laws)? How are these beneficial/harmful to our economy? Should government controls take away individual freedom in the market place?

MUSIC

Scope and Sequence Statement (Suggested)

People throughout the ages and in diverse cultures have chosen to express themselves through music. Many of their messages have been law-related (e.g., justice, equality, etc.). Music also has basic rules, which have distinct parallels to rules in society.

IDEAS FOR INFUSION

Grade Level: Pre K-2

Performance

1. With no teacher instruction, hand out bells, wood sticks and cymbals and have students play and sing Jingle Bells. Ask: how did you like that music? Then teach the students how to play the instruments correctly. Arrange the instruments into three areas with the same instruments in each group. Tell them you will be the band director and you will direct them when to play with your hand motions. Play and sing Jingle Bells again. Ask: how do you feel about the music now? Why do we want to start together?, etc. Explain that the Director is telling the performers what to do with his/her hands. When a person has the right to tell someone what to do, that person has authority.

Listening to Recordings

2. Have students listen to two tape recordings - one a musical piece (instrumental or vocal) when no rules about music are followed (atonal, cacophony, no common rhythms, no key signatures), and the second when there are rules. Debrief, focusing on which performance the children preferred and why? Why do we have rules in music? Why do we have rules in society, etc.

Grade Level: 3 - 5

Discussion

1. Select a variety of songs with different musical styles which relate a common idea such as justice. Discuss the similarities and differences in the idea of justice between the different songs.

Song Writing Performance

2. Have the class write a song about what would happen in society if there were no laws. Have students perform it (perhaps a skit could be done as well) at Parent Night.

Grade Level: 6 - 8

Analyzing Song Themes	1.	Have students study "songs of dissent" written during various periods of US history (e.g., the Black protest songs during the Civil War times, Depression era songs, the Vietnam War songs). Students should analyze the themes of the songs and discuss the effects of the lack of freedom or equality on human lives and the inspiration such deprivations have had on music.
Analyzing Patriotic Song	1.	Have students analyze the lyrics of American patriotic songs. Identify the common concepts and themes. Relate to the desires of the Founding Fathers. Are those desires appropriate today? Have students write a patriotic song expressing the values of America today.

Grade Level: 9 - 12

Guest Speaker	1.	Invite an attorney to talk about copyright and royalty laws in music. This activity can be linked to career education goals.
Discussion/ Debate	2.	Students can debate censorship in music. Should it be allowed? When? Where?

PHYSICAL EDUCATION

Scope and Sequence Statement

Law-related education is an integral part of physical education in that all areas of the discipline are concerned with promoting a sense of civic responsibility in the student relative to the rights of others, accepted rules and the respect for authority. Physical education also develops in the student the spirit of social usefulness through cooperative team efforts, group participation and group loyalties. Physical education also provides opportunities for students to learn effective use of leisure time and wholesome family activities.

IDEAS FOR INFUSION

Grade Level: Pre K-2

Creative Movement

1. When developing axial movements (twisting, stretching, turning, bending) select rhythmic accompaniments (Hap Palmer Records) and have students identify a private space in the classroom or gym and encourage students to use creative movements in response to the music. As students experience various movements with the body, they will explore the need for some seclusion and privacy. Students can discuss the need for freedom and the feelings they experienced.

Independent Activity

2. During a recess period where students are given the independent choice of play with peers (jump rope, hopscotch, frisbee, etc.) have students identify and describe freedoms they have during that period. It is important for students to see some of the limitations involved when free choices are made.

Grade Level: 3 - 5

Learning Rules

1. When introducing a new game, point out the rules that have been made and are used that facilitate the success of the game. Also point out that cooperation, skill and team effort are necessary, but are not written into the rules.

   Possible questions: What are some rules you observe when you are riding your bike? Are there things you do when riding your bike that you expect others to do -- that are really unwritten rules? Are the rules you observe written?

Evaluating Rules

2. At the end of a good play period where all have participated, ask the following:

   a. Did it help to have rules?
   b. Were there any rules that you did not like?
   c. Are there laws that say all people may take part in daily activities downtown, or at a restaurant?
   d. Are there rules that make all people cooperate? Why do people cooperate?

Grade Level: 6 - 8

Relay Game

1. As a starter activity at the beginning of the year arrange students in rows. Give first student of each row a buckle or other small object. Tell them to pass object down the row. Stop game almost immediately and add a new rule, such as they must use only right hands. Stop many times, adding new rules until students demand an end to rule changing or want to know all of the rules.

   Possible questions: Why does uncertainty of rules cause confusion? What is the purpose of a rule?

Evaluating Rules

2. In the middle of a fun, well-organized game, allow one student to change some of the rules which will especially benefit that student.

   Possible questions: What happens when laws treat one group unfairly? Can such laws be changed? What is the difference between a democracy and a dictatorship?

Grade Level: 9 - 12

Dilemma Discussion/Filmstrip

1. Discuss the many conflicts that arise in organized sports where people depend on each other's cooperation. Good filmstrip/cassette: Adolescent Conflict Series, Guidance Associates, dealing with group pressure -- a story about a basketball team where group pressure conflicts with individual responsibility.

   Question: Should you be loyal to your team and betray a personal trust?

Game

2. Spirals: have ten to fifteen students face each other in a very close group. Each student holds hands with two other students (not the person they are standing next to, and not two hands of the same person). After all are holding hands, the object is to untangle themselves so that they are all standing in one big

circle. This exercise teaches the need for cooperation and sharing. It breaks down barriers that hinder teamwork. Students can analyze behavior that helped and hindered the task. This should bring out concepts of authority, responsibility and conflict resolution.

Scope and Sequence Statement

The basic concepts of law-related education are liberty, power, freedom, property, justice, responsibility, and equality. These concepts get their main emphasis in citizenship education as part of the social studies curriculum. However, many of these concepts have a scientific relationship and should be recognized and incorporated into the curriculum.

IDEAS FOR INFUSION

Grade Level: Pre K-2

Plant Growth

1. Giving students various seeds to play and care for, students can observe and draw the various stages of growth (seed to maturity). Help students explore the diversity of plant growth and maturity and similarities and differences in physical traits.

   Discuss:
   a. Do all seeds sprout at the same time?
   b. Do plants all look the same?
   c. Is size and color different?
   d. What are some basic needs for all plant life?
   e. Why is it important to have different types of plants?
   f. Is it also important to have different types of people?

Pet Care

2. In a unit involving the care of a pet, have students illustrate their family pet or a pet that they would enjoy caring for. Show students various pictures of pets and their owners. Discuss each of the pictures in terms of what kinds of things pets need and what kinds of responsibilities accompany the ownership of a pet. A classroom pet is an excellent way for students to experience the responsibility of caring for a pet. Suggestions for discussion:

   a. What kind of care do you think pets need in order to live and be comfortable?
   c. What are the responsibilities of pet ownership?

Grade Level: 3 - 5

Discussion/ Ecology

1. In nature, if one animal or element changes, that change may throw other things out of balance. For example, if there is no rain, plants die and food is scarce. If disease occurs in rabbits, coyotes starve. Or if a stream is polluted, fish die.

Possible questions:

a. Are there laws that man has made that protect us from changes that are brought about by industry, construction or harvesting (such as trees)?
b. Are there laws in nature that protect nature from undesirable changes?
c. Why do we need to make such laws?
d. What could you do that could change the lives of others?
e. Is there a law that prevents you from doing such a thing?

Energy Experiment

2. Have the class construct simple solar collectors from shoe boxes that are lined with various types of paper, cloth or aluminum foil. Cover some tops with clear plastic to prevent the heat from escaping. Measure the temperature in each box to see which is most efficient on a sunny day.

Possible questions:

a. What laws do you think are going to be necessary when people start developing solar energy for their homes?
b. Are laws going to be necessary to protect people from poor construction practices in private homes?
c. Why should we have laws that tell us how and what we can do in our private homes?

Grade Level: 6 - 8

Outdoor School

1. Outdoor school preparation/planning lends itself to law-related education. Discuss need for each student's cooperation.

Possible questions:

a. Name a special rule for you to follow when you are at Outdoor School.
b. Why is it necessary to have different rules sometimes?

Simulation

2. Draw or obtain a map having a river through the center. There should also be a small town, farm land, forest, and other natural products. Have students form special interest groups for each material resource or area. One group may want to dam the river to make hydroelectric power which would flood a large share of the valley. Another approach is to build a nuclear plant rather than a dam. What effects would this have on other resources? Groups can present their points of view by simulating a public meeting.

Grade Level: 9 - 12

Energy Discussion	1. Discuss the pros and cons of solar energy development. What are the legal questions that complicate this decision? Nuclear power?
Environmental Law	2. Students can study and write environmental impact statements. What factors are important to consider when passing a law to govern the environment?
International Law	3. Should there be international laws governing the air and oceans? How difficult would it be to enforce such laws? (i.e., write a good international law about fishing rights on the oceans.)

Scope and Sequence Statement

Citizenship education is the primary responsibility of the social studies curriculum. Law-related education is one part of citizenship education. It seeks to improve the skills of students by providing an understanding of laws, the legal process and the legal system. The basic concepts of law-related education are liberty, power, freedom, property, justice, responsibility and equality. The social studies at all levels must teach not only about rights and responsibilities, but also about American ethical and moral standards.

IDEAS FOR INFUSION

Grade Level: Pre K-2

Identifying Authority People

1. Using various pictures of people in authority roles (parents, grandparents, teachers, custodians, policemen, store manager, etc), have students identify individuals in one of these categories: home, school, community. Help students describe some of the roles of those identified as people in authority.

Social Skills

2. To help students explore self-awareness and to help them identify diversity and the factors which affect it, give students an object (orange, potato) and tell students to:

   a. Name their object (friend)
   b. Describe physical characteristics (hair, eyes, etc.)
   c. What does it like to do?(interests)

   Ideas for discussion following the activity:

   Taste -- (favorite foods, pets); abilities --(something s/he does well); interests -- (hobbies, sports activities); and importance of differences -- (diversity) in society.

Grade Level: 3 - 5

Role-play

1. Before going on a field trip, role-play the actual visit to the business. Have several students play the host. Also have students role-play students displaying various behaviors. As a follow-up discuss what behavior is appropriate on a field trip and why behavior changes are needed.

   The class can produce a small field trip guide book. Stress cooperation, good citizenship, courtesy, community relations, etc.

Mural/Model

2. Do a huge mural of a town or perhaps use boxes to make the town. Before the town is started plan the streets, types of buildings, land use and so on. Develop a land planning group -- a mayor, council members, farmers and special interest groups. When the group agrees on a plan, build the town.

For a free sample lesson plan, see LFS: On Authority Lesson Plan Book, page 26.

Grade Level: 6 - 8

Problem Solving

1. Students want to chew gum during school, but are leaving wrappers on the floor and gum is being dropped on the rug. Form a special room committee to solve the problem. Question: Can students actually solve such a problem without a method of punishment for the offender? How?

Role-Play/ US History

2. Role-play President Truman and his top advisors trying to decide whether to drop an atom bomb on Japan. Question: Who should have the authority to decide such an important issue, especially when so many people will be killed?

Grade Level: 9 - 12

Role-Playing

1. Role-play a city council meeting to make a decision on a current local issue. Divide the class into the various interest groups who will testify at the meeting. One group can play the council members. Each person can develop a set of criteria that should be used to make the decision based on their own self-interest. Students should understand how diversity influences government decisions.

Class Constitution

2. Have the students write a constitution for the classroom. Students, through writing a set of classroom rules, should understand how complex the law-making process must be. They should be able to see the problems associated with rule enforcement and justice.